

Iowa Individual Administrator Professional Development Plan

to be developed collaboratively between administrator and supervisor

Name:

School:

District:

AEA:

District or Building Focus

Step 1

General District Goal Area (from CSIP or other improvement plan) If using a goal area not included in a plan, include data which shows the need for focusing your leadership actions in this area.

The district will increase the numbers of students proficient in literacy, numeracy, and scientific inquiry skills yearly.

Step 2

Specific School or District Goal (for above general goal area)

To increase the achievement success rate of low SES and special education 9th graders as measured by increasing the percentage of students passing core courses with a grade of C or above to by 10%

Step 3

| Specific Leadership Goals* (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved) | Related ISSL | Indicators of Progress (Document the effect of chosen indicators.) | Start & End Dates | Review Date(s) | Items discussed during review |
|---|---------------------|---|--|-----------------------|--------------------------------------|
| Implement a structured study table requirement for under-performing students, the success of which will be monitored through logs submitted by the mentor teachers about learning supports provided to each student | 2 | There will be progress monitoring of low achieving 9 th grade students every three weeks, with the expectation that we will see fewer "D" and "F" notices sent at mid-term | By end of first 9 weeks a study table will be in place-will continue throughout the year | | |
| Implement a student mentor system that pairs low achieving 9 th graders with successful 10 th graders, using the DuFour model in Whatever It Takes | 2 | Engagement levels in academic work will increase as measured by the Iowa Youth Survey | Starts at the beginning of second semester, January, 2009 | | |
| Implement a 9 th grade faculty advisor-advisee program for implementation by the beginning of the 2009-10 school year | 2 | Professional development logs will be kept and a curriculum will be in place by June 2009. | PD begins in 8-08; ready to implement by June 2009 | | |

Step 4

| Learning Goals* (1-3 things the administrator will LEARN to increase likelihood that goals in steps 1 & 2 will be achieved) | Related ISSL | Indicators of Progress (Document the effect of chosen indicators.) | Start & End Dates | Review Date(s) | Items discussed during review |
|---|---------------------|--|------------------------------|-----------------------|--------------------------------------|
| Find research that supports the use of faculty advisor-advisee programs, visit 3 buildings that have successfully implemented them, and develop an action plan for our implementation | | | | | |

| | | | | | |
|--|---|---|--|--|--|
| Read DuFour's book Whatever It Takes to learn more about the implementation of a pyramid of interventions | 2 | I will be able to facilitate a study of the pyramid of interventions with my building leadership team | | | |
| Learn how to better analyze formative assessment data for the at-risk groups in order to engage staff in continuous improvement efforts towards our goal | | I will demonstrate proficiency in data analysis after participating in the AEA pd training on coaching through the use of formative assessment data | | | |

*Administrators are encouraged to use "SMART Goal" design to develop their goals. See page 2.

Step
5

Supports for Plan Implementation (check all that apply and describe)

☒ Supervisor/Board: My superintendent

☒ Peer: My buddy from the ILA Principal Center

☒ AEA/Regional: Professional Development

☒ Other: My colleagues in my League

Administrator Signature/Date _____

Supervisor Signature/Date _____

SMART Goals Worksheet

This is an optional tool to assist with goal writing. Use the process for each of the 1-3 goals you are considering.

S – Strategic and Specific

Strategic - Select a high-leverage goal that will make a difference.

Specific - Clearly define what you will do and how you will do it.

M – Measurable

Establish concrete criteria for tracking progress and determining success.

A – Attainable

Select a goal you have a reasonable expectation of achieving (a "stretch" goal that is not easy, but doable).

R – Results-based

Clearly define the results you expect to see.

T – Time-bound

Establish a starting and ending date for completion of the goal.

Leadership Goal

| R – What result do you hope to achieve? Be specific. | S - What specific leadership action(s) might lead to the desired result? Describe what you will do and how you will do it. | A – What is the likelihood you will achieve the goal upon successful completion of the actions described? Show the connection between your actions and the desired result. | M – What measures (criteria) will you use to determine progress and document the effect of chosen indicators? | T – What is the timeframe for completing the goal? List start date, review date(s) and end date. |
|---|--|--|---|---|
| I want to stop the decline in achievement that we experience for our 9 th grade students by increasing the number of low SES and Special education students who receive a grade of C or above in our core courses by 10% | I want to implement a three-pronged pyramid of interventions: (1) establishment of a study table; (2) implementation of a student mentor program; and (3) application of a teacher student advisor advisee program | Given the research from DuFour's book Whatever it Takes, I think our success rate is high. We will need to be very intentional with creating the vision for this with our 9 th grade team | The percentage of low SES and Special Education students who receive grades of C or above in our core courses will increase by 10%. | We will start immediately, with study of a teacher-student Advisory-Advisee program, creation of a curriculum for a structured study table, and recruitment of students as 10 th grade mentors |

Final leadership goal statement: (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)

To increase the achievement success rate of low SES and special education 9th graders as measured by increasing the percentage of students passing core courses with a grade of C or above to by 10%

Learning Goal

| R – What result do you hope to achieve? Be specific. | S - What specific leadership action(s) might lead to the desired result? Describe what you will do and how you will do it. | A – What is the likelihood you will achieve the goal upon successful completion of the actions described? Show the connection between your actions and the desired result. | M – What measures (criteria) will you use to determine progress and document the effect of chosen indicators? | T – What is the timeframe for completing the goal? List start date, review date(s) and end date. |
|---|--|---|--|---|
| I want to change the trajectory of our 9 th grade achievement rates, particularly for those 9 th graders with low SES and IEPs through implementation of a pyramid of interventions | I need to learn more about formative data analysis in order to link results to all three interventions, read the DuFour book <i>Whatever It Takes</i> , and support curriculum writing for an Advisor-Advisee program, as well as creating support for all of this | Once I get more informed and skilled in data analysis, advisory-advisee programs, and in facilitating my 9 th grade team's common planning time, I think this is very do-able. | The bottom line is whether or not the percentage of 9 th grade students who pass with a C or higher increases by 10% this year. Formative assessment of my learning will include an increase in my data analysis skills, my facilitation skills, and my ability to work with the 9 th grade team in the writing of an advisor-advisee curriculum | I will begin this summer by attending professional development offered in my AEA. I hope to have all of this up and running by the start of the school year, August 2009. |

Final learning goal statement: (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.) I will increase my skills in implementing a pyramid of interventions for our at-risk 9th graders through specific skill building in formative data analysis, knowledge of the approach the DuFour's took as documented in the book *Whatever It Takes*, and knowledge and skills of an effective teacher-student advisor-advisee program.